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## Effective Ways of Teaching Grammar in Second Language Classroom

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**Abstract.** *One of the main aspects of a language that has been the subject of intense discussion over the years is the grammar of a foreign language. Attitude to grammar determined the specifics of a particular method, principles and methods of teaching, what are the main approaches in teaching English grammar, what approaches are leading in modern conditions of teaching English and what are the main methods they are implemented. The history of teaching a foreign language show that the attitude to grammar determined the specifics of a particular method, principles and methods of teaching, especially at school.*

**Key words:** *learning English grammar, aspect tense forms of the verb, categories of tense, aspect and voice, teaching principles and techniques.*

The greatest difficulty in teaching English grammar is the tense forms of the verb. Pupils in schools where English is taught as a second language classroom have difficulty mastering grammar, especially verb forms. Most often, such problems arise due to a fuzzy idea of the category of tense, aspect, and pledge. Therefore, it is necessary to consider the methods and approaches in teaching the grammar of the English language, what problems pupils of the tense forms of the verb have, what typical mistakes they make, and what modern methods, techniques and exercises can eliminate these problems.

The use of supports at the stage of introduction and training of the aspect tense system of the English verb facilitates the process of mastering the English language for pupils, stimulates communication between pupils in foreign language lessons, focuses on new material being passed and contributes to the formation of strong skills and abilities.

The relevance of the work is due to the lack of development in terms of selecting materials for the most effective methodological techniques aimed at eliminating the difficulties of using the tense forms of the English verb in speech.

Statement of the purpose of the article:

- the study of methodological techniques aimed at eliminating the difficulties of using the tense verbs of the English language in the speech of schoolchildren.

- consideration and selection of the most effective approaches both in teaching the grammar of the English language in general, and in the study of the tense forms of the English verb.

Presentation of the main material of the article. The approaches and methods of teaching English, as well as any foreign language, are currently constantly being reflected and rethought due to the fact that the very understanding of the nature of the language, the ways of learning it, is changing, and also as a response to the growing demand of educational institutions around the world. the world to more effective curricula.

The use of English is geographically widespread. This allows you to use English both within the same country and across political borders. The number of people who speak English as a foreign language is constantly increasing in the world, and today there are fewer native speakers than people who use English for intercultural communication.

According to the State Educational Standard of the Republic of Uzbekistan, today the priority goal of education is to promote the development of pupils' abilities to independently set educational goals, to come up with and design ways to achieve them decisions, to be able to find the necessary information themselves, to exercise control over their achievements and to evaluate them correctly.

Let us give examples from existing grammars of the English language. "There are different kinds of predicates in the English language. They differ both in structure (simple and compound) and in composition (compound nominal and compound verb). "A compound nominal predicate consists of an aspect verb and a full-valued verb." "The main aspect verbs of the English verb are: to begin, to continue, to finish etc".

The grammars of foreign languages in many cases serve poorly to achieve the practical goals of learning. By itself, information about parts of speech, types of predicates, and the like, as well as many tasks aimed at finding these grammatical phenomena in texts, at their memorization and reproduction, does not contribute to the formation of speech skills, which are formed on the basis of specific mechanisms and are not associated with concepts and system established in linguistics.

Vitlin L. offers the conditions that he considers necessary for the successful achievement of the goal of practical language proficiency in school students:

1) It is necessary to strengthen the differentiation in the selection of material for the active and passive grammatical minimum and when using (taking into account the characteristics of the native language) different methods of teaching a foreign language to master these minimums for schoolchildren.

The formulation of the rules of the active grammatical minimum should, in particular, show the usual ways of expressing thoughts in the native language using the lexical and grammatical means of the foreign language. On the other hand, it is necessary to show schoolchildren how to understand those grammatical forms that they encounter in foreign texts, but cannot use in their own speech;

2) To reconsider the use of grammatical terminology in a foreign language course.

To improve grammar teaching, it is advisable to create new textbooks for secondary schools, where the number of grammatical terms can be reduced to a certain minimum, and a short terminological dictionary with explanatory examples can be placed in textbooks;

3) Solve the problem of selecting grammatical phenomena in textbooks and foreign language programs for different types of educational institutions;

4) In many respects to change the traditional character and language of presentation of grammatical material when teaching students who do not have a linguistic education.

Grammar, including theory, can be presented in a fascinating, lively, interesting way; it should evoke emotions, be focused on the personality of students, be accompanied by comic and other drawings, all this, of course, will increase the effectiveness of teaching English grammar to schoolchildren as a second language classroom.

Many works are devoted to the approaches and methods of teaching grammar. Traditionally, methodologists distinguish two main approaches to teaching grammar - explicit and implicit. The explicit approach is distinguished by the explanation of grammatical rules and phenomena. Implicit, on the contrary, is characterized by the repetition and memorization of grammatically correct structures without learning the rules themselves.

An explicit approach to teaching grammar is implemented by two main methods - inductive (students are offered a fragment of a speech / language situation, analyzing which they must find grammatical patterns and formulate a grammatical rule) and deductive (first the teacher gives a grammatical rule, and then the students work out new structures in a communicative way) oriented tasks [3].

The inductive method of teaching grammar is the most valuable in terms of the cognitive development of schoolchildren and the formation of their self-education strategies. Material that is not given ready-made, but "extracted" in the process of study and research, is better remembered. However, the inductive method requires much more teaching time and effort on the part of the teacher, despite its advantages. Therefore, in the current conditions of teaching a foreign language in high school, the use of only the inductive method is not possible.

Methods of teaching grammar in foreign languages are characterized by a set of certain principles. One of the main methodological principles of teaching English grammar is the principle of sequential learning, in which the grammatical material is taught in a certain sequence. For example, after the Present times, the Continuous group is studied, followed by the Perfect Continuous group. Or tenses are studied first, and then the passive voice and indirect speech. Undoubtedly, there are variations in the sequence [2].

Considering grammatical competence as the intuitive knowledge of a speaker of a foreign language, which he acquires in the process of complex social and cognitive activity, teaching grammar fits into the framework of the communicative approach, which assumes that the assimilation of English grammar occurs in the process of solving communicative tasks, that is, when using forms in speech. This approach is considered more efficient.

In the first (traditional) approach, teaching grammar is based on the transfer of a certain set of knowledge to a certain category of students under certain learning conditions. The task of this campaign is to memorize a large number of rules, exceptions, categories, paradigms, and so on. It should be noted that in a learning situation, the formation of grammatical representations occurs by memorizing the rules, and adapting these rules to speech situations, and the activities of schoolchildren do not have the nature of independent activity.

The second approach to teaching English grammar focuses on the semantic component of speech. Any kind of study of forms is seen as hindering the construction of communicative competence. Learning

skills and abilities occurs through the reproduction and memorization of forms used in speech contexts, the formation of grammatical representations is carried out by adapting speech situations to memorized forms.

In this case, it is impossible to use traditional grammar exercises. The main points are as follows:

- when working with grammar within the framework of the cognitive approach, the requirements for textual material are significantly increased, which should provide students with a rich base for monitoring the functioning of the studied linguistic phenomenon and establishing the patterns of its functioning;
- the task of the teacher is to widely use the whole range of cognitive strategies in the lesson and to stimulate the reflective activity of schoolchildren;
- a system of exercises that ensures the improvement of the mechanisms of conceptualization of the studied facts of the language and the development of strategies for constructing a grammatical concept should be organized taking into account the stages that a person goes through on the path of cognition and appropriation of new knowledge [4].

Conclusions. Summing up, it should be noted that for many years the grammar of the English language is one of the main aspects of the language, which has been subjected to intense discussion.

There are several approaches to teaching foreign languages. Traditionally, methodologists distinguish between explicit and implicit approaches. In modern conditions, teaching foreign languages as the leading approaches are recognized as communicative and cognitive approaches that stimulate the cognitive mechanisms of students, the organization of independent reflective activity, which ensures effective assimilation and adequate use of the grammatical structures of a foreign language in speech.

Faced with the specifics of the species-temporal system, it is necessary to understand well why such categories as tense, aspect, voice are needed in the language in order to clearly and simply explain the principles of functioning of the corresponding forms. The idea of grammatical structures gives a cognitive approach to language as a system of knowledge representation. In accordance with this approach, any grammatical phenomenon serves to express and preserve certain knowledge in the language.

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